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11 April 1974

MEMORANDUM FOR: Director of Training

SUBJECT : Report on the [] Pilot Course in Persuasion Skills 25X1

Summary

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25X1 1. The pilot course was run for 13 officers [] from 25-29 March [] The class included DDO, OTS/BAB, OMS/PSS, and OTR officers, among whom were a number of skeptics. By the third day all seemed convinced the analytical method and use of the target's viewpoint as the point of departure were solid advances and set the stage for a flexible sequential recruitment approach to a target. Critiques were uniformly favorable without being euphoric: all of the participants believed the course, modified in its terminology and with Agency-oriented examples, should be included in our training. Specific recommendations to this effect are included below. DDO officers will be making their recommendations to the ADDO via DDO/TRO who will receive a copy of this memorandum. Costs may be initially relatively high, but in view of the consensus on the benefits of the course they are considered minimal.

Objective

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25X1 2. The objective of this trial course was to determine whether the [] course in persuasion was adaptable to the needs of the DDO and could be incorporated into our training curriculum. This course was the culmination of a long series of explorations to attempt to fill the void in OTR training in the human relations side of our business, particularly in agent recruitment. Both students and faculty have long recognized the excellence of OTR's training in the mechanics of "case officering" but many have also felt a distinct gap in OTR's handling of the human communications skills as applied to clandestine operations.

Class Composition

25X1 3. The class was made up of 13 officers, GS-13 to GS-15, representing all area divisions except NE, whose nominee was unable to attend, the DDO/TRO, [] ALT, OMS/PSS and OTS/BAB. The DDO officers were selected because of their

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interest in the subject. All were approved for attendance by the ADDO. The behavioral scientists were included both for their special relationships with the DDO and in the realization that if the course were to be adapted, their help would be needed. We also wished to insure that sound psychological principles were being purveyed. It was unfortunate that no one from the Management and Administration faculty was able to attend the course, though its management application is obvious and well tested in private industry. (See student roster, attachment A)

The Course

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4. The [] system has two phases - the analysis and the presentation. The analysis is performed by identifying those things the target is doing which we would like him not to do, then the actions we would like him to take and the benefits which would accrue to him if he adopted our desired actions and the losses he would suffer if he does not. It isolates his own known or probable objectives and identifies the conditions beyond his control which may cause him unfavorable results if he continues his present actions. It takes cognizance of the most often encountered reasons (both rational and emotional) why people reject proposals made them. Once completed, the analysis, in its columnar form, provides a sequential basis for the presentation, "pitch" or appeal. The entire approach operates from and around the viewpoint, the goals and objectives of the listener or target himself.

5. Roughly the first two days were spent familiarizing the class with the structure of the analysis system, the most common obstacles encountered and means of assessing them. For the next two days the class applied the system to actual cases out of their experience and engaged in some role playing. The last day was spent almost entirely on a single current case faced by one member of the class, with everyone contributing to the analysis phase and the instructor and the student concerned doing the role playing. The officer concerned felt that the experience gave him new insight into his target and some ideas for changing his approach. Use of this current and unsolved example was most effective with the class.

6. This course usually lasts two weeks. For our purposes [] compressed it into one week. He had prepared himself extremely well having capitalized on his briefings and done some independent reading of both Allen Dulles' and Lyman Kirkpatrick's books. He seldom slipped in his use of terminology. There was nevertheless some interpretation necessary as the class laid out its examples, and [] had to change some of his business-oriented emphases. This was done smoothly and with no loss of class interest and enthusiasm. The shortened time span deprived the group of some of the role playing experience they would have had in the regular length course.

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Student Evaluations

7. The following evaluation form was used:

- (1) Does this course meet its objective: i.e., provide the student a useful and practical "system" for dealing with others?
- (2) How relevant is this system in the operational context? Would you recommend modification to make it more so? If so, please explain.
- (3) Do you think your contemporaries might have profited from such a course early in their careers? (Do you know of instances where a recruitment attempt failed because of a disorganized or faulty approach?)
- (4) What new techniques, insights or procedures did you learn from this presentation?
- (5) Do you think that the ☐ system would have applied in foreign cultures you worked in, provided you knew the cultural differences involved and took them into account? 25X1
- (6) Do you think this course could or should be incorporated into the Agency's operational training scheme? If so, at what levels?
- (7) If no to above, is any part of it adaptable to our operations training?
- (8) If no, does it suggest directions in which OTR might look with respect to training in persuasion skills?
- (9) Do you see such a course, or variations thereof, as more readily adaptable to a small group of recruitment specialists or to the case officer group at large?
- (10) Please make any further comments you may desire. 25X1

8. The students' answers to questions 1, 2, 3, and 5 were unanimously affirmative. As regards question four, the students felt that, while ☐ identification of basic psychological principles and techniques of interpersonal relationships was sound but not new, its systematic analysis was both new and productive. In replying to question six, most of the students said that the full course should be made part of the AOC where the students have live experience to draw on, and that an abbreviated version should be included in BOC.

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stressing the analysis system but omitting the discussion and role-playing. One student said that all case-officers should have this training at one point or another, and two others recommended sending instructors overseas to teach the system to case officers who are having recruitment problems. One student even suggested an Advanced Recruitment Seminar. None of the students favored restricting the training exclusively to a small group of specialists, as suggested in question nine, but three of them did suggest offering the course first to a select group, after which it could be opened to a larger number.

9. The DDO/TRO, who himself took the course, has been furnished copies of the critiques. He will forward these to the DDO, together with his recommendations, through proper channels. Given the interest in this course, its apparent usefulness to the DDO, and the probable costs involved, it is strongly recommended that the critiques (Attachment B) be read in their entirety.

Recommendations

10. Based on the class reactions and our own observations, we recommend:

- a) The course be accepted and modified in conformity with Agency terminology and containing Agency illustrations.
- b) That plans be made to incorporate the course in its complete form into the AOC, as soon as modifications and instructor training permit.
- c) That be engaged at \$1500 per student to train five or six OTR officers and two or three DDO officers as instructors.
- d) That OTR consider defraying the cost of training two or three DDO officers who might then be sent to a few selected field stations to train officers engaged in recruiting problems. This could be the most effective means of evaluation possible: the problems would be real and current and there would be no gap between the training and the application.
- e) That no precipitous move be made to incorporate the course into the BOC until it has had a chance to get shaken down and evaluated in the AOC.
- f) That great care be used in selecting instructors - they should have enthusiasm, fairly extensive recruiting experience, and those on rotation with OTR have at least two years left to serve.

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Costs

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11. Following the training of instructors, the Agency will be charged \$100 per student [] for the use of its copyrighted materials. It will be necessary to negotiate the details of modification [] Once the instructors are trained, and using the AOC as the principal vehicle, the course would cost OTR about \$4500 per year, considerably less than is now spent for the Managerial Grid.

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